



**Totowa Public Schools**

**World Language**

**Grade 3**

**Aligned to NJSL Standards**

**BOE Adopted: 8/31/2022**

**Revised 12/14/2022**

### Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
All About Me	4 Weeks	Proficiency level is Novice Mid
School Days	4 Weeks	Proficiency level is Novice Mid
Home Sweet Home	4 Weeks	Proficiency level is Novice Mid
Food, Glorious Food	4 Weeks	Proficiency level is Novice Mid
Celebrations	4 Weeks	Proficiency level is Novice Mid.

<b>Unit Title</b>	All About Me
<b>Unit Duration</b>	4 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>In this unit, students will be introduced to the vocabulary related to describing themselves. Here, students will begin to discuss their names, age (birthday), how they are, and where they live, etc.. After students demonstrate a grasp of the aforementioned, they will begin learning and talking about the people with whom they live. Here, descriptive adjectives will be presented to the students; at this juncture, students should be able to describe themselves and others (family). Introductions and small talks will be introduced for students to understand context and content.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the similarities or differences of these cultures compared to yours?</li> <li>• How can you describe someone in a new language?</li> <li>• What are the attributes you can name when describing someone?</li> <li>• How can I gather and exchange information about myself and other in culturally acceptable ways with limited communication abilities?</li> <li>• How do I convey personal information courteously?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Greet friends and new acquaintances.</li> <li>• Introduce themselves and others.</li> <li>• Understand simple introductions and respond appropriately.</li> <li>• Demonstrate comprehension of polite expressions.</li> <li>• Imitate ways in which people introduce each other.</li> <li>• Ask classmates how they are and respond the same when asked.</li> <li>• Distinguish between formal and informal structures in the language when speaking to adults, family members, and peers.</li> </ul>

- Implement culturally appropriate ways to get someone’s attention.
- Students will become more globally aware by understanding how their daily life relates to different.
- Students will learn vocabulary pertaining to greetings and farewells.
- Students will learn common expressions of introducing oneself by name.
- Students will know vocabulary, expressions, and question structures pertaining to asking and responding to questions about one’s state of being.
- Students will learn acceptable ways to address people in a formal and informal manner.

<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
<b>Summative</b>	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
<b>Alternative and Benchmark</b>	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment  <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	

<b>Resources: Digital and Print</b>	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: World Languages</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
<i>Interpretive Mode of Communication</i>	
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
<i>Interpersonal Mode of Communication</i>	
<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and,</p>	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p>

therefore, cannot participate in true exchanges of information.	7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
<i>Presentational Mode of Communication</i>	
<p>Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
<b>World Language Practices</b>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
World Language Practices	<ul style="list-style-type: none"> <li>• Communicate</li> <li>• Culture</li> </ul>

- Connection
- Comparisons
- Community

**NJ: 2016 SLS: English Language Arts**

**NJSLS Performance Expectations**

**Progress Indicator**

*Reading*

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.

*Writing*

- W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- W.3.7. Conduct short research projects that build knowledge about a topic.

*Speaking & Listening*

- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

*Language*

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.

**2020 SLS: Computer Science & Design Thinking**

**NJSLS Performance Expectations (By the end of 5th Grade)**

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

**NJSLS Performance Expectations (By the end of 5th Grade)**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

**Interdisciplinary/21st Century Connections**

**Connections and Skills**

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

**Discipline**

**Interdisciplinary NJSLS Performance Expectations (By the end of 5th Grade)**

Health/PE

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.

Social Studies

- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

**Unit Title**

School Days



<b>Unit Duration</b>	4 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>In this unit, language learners will learn vocabulary about items found in a school setting. This includes phrases, adjectives, and verbs, focused on school and school related activities, including but not limited to numbers, shapes, colors, days, school related items, transportation, etc.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can you describe things in your classroom/community using another language?</li> <li>• What types of things that are found in your classroom/school can you name?</li> <li>• What are the differences between a classroom/school in the US and other target language countries?</li> <li>• What subjects do you take in school? • What day and time do you have certain classes? • What takes places during these classes?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Label and match school subjects.</li> <li>• Answer yes/no questions pertaining to school subjects within a typical school schedule.</li> <li>• Express which classes/subjects they like and/or dislike.</li> <li>• Express time vocabulary.</li> <li>• Tell and ask what time it is currently.</li> <li>• State at what time a class is on a school schedule.</li> <li>• Tell someone what classes they take and when.</li> <li>• Write out their current school schedule.</li> <li>• Explain their school schedule to someone else.</li> <li>• Compare and contrast a typical American schedule to one from a country of the target language.</li> <li>• Ask and respond to questions regarding school subjects and scheduling.</li> </ul>

- Answer questions based on a conversation that they hear or read about someone's school schedule.
- Listen to/read and identify common school-related and everyday activities.
- Explain different modes of transportation.
- Describe how they get to school from home
- Basic vocabulary for school subjects.

<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
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<b>Resources &amp; Equipment Needed</b>	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	

**NJ 2020 SLS: World Languages**

<b>Core Idea</b>	<b>Performance Expectation</b>
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<p><b>NJ: 2016 SLS: English Language Arts</b></p>	

## NJSLS Performance Expectations

### Progress Indicator

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**Interdisciplinary/21st Century Connections**

**Connections and Skills**

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

**Discipline**

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Social Studies

- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

<b>Unit Title</b>	Home Sweet Home
<b>Unit Duration</b>	4 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>This unit is designed to expose students to basic fundamentals of learning a new foreign language. The unit will focus on family vocabulary, adjectives (to describe people and home), infinitives (to describe activities in home), and other related vocabulary.</i>

<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do you describe a home in another language?</li> <li>• What kinds of things do you find in homes?</li> <li>• What kinds of traditions or practice can you describe?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Introduce themselves and family members.</li> <li>• Talk about the age of family.</li> <li>• Talk about and describe family members.</li> <li>• Talk about their home.</li> <li>• Describe the favorite room in the home and substantiate their reasoning with activities and family.</li> <li>• Describe how they would get home from a location.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	<p>Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)</p>
<b>Summative</b>	<p>Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.</p>
<b>Alternative and Benchmark</b>	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p>

	<a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
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- W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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*Speaking & Listening*

- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

<i>Language</i>	
<ul style="list-style-type: none"> <li>• L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>• L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.</li> </ul>	
<b>2020 SLS: Computer Science &amp; Design Thinking</b>	
<b>NJSLS Performance Expectations (By the end of 5th Grade)</b>	
<ul style="list-style-type: none"> <li>• 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.</li> </ul>	
<b>2020 SLS: Career Readiness, Life Literacies, and Key Skills</b>	
<b>NJSLS Performance Expectations (By the end of 5th Grade)</b>	
<ul style="list-style-type: none"> <li>• 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</li> <li>• 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</li> <li>• 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</li> </ul>	
<b>Interdisciplinary/21st Century Connections</b>	
<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>
<b>Discipline</b>	<b>Interdisciplinary NJSLS Performance Expectations (By the end of 5th Grade)</b>
Health/PE	<ul style="list-style-type: none"> <li>• 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</li> </ul>

<b>Unit Title</b>	Food Glorious Food
<b>Unit Duration</b>	4 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>This unit is designed to expose students to different food and cultures that make up the world.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What food can you describe using another language?</li> <li>• What are some important cultural connections do certain foods have?</li> <li>• How have foods changed from one culture to another.</li> <li>• How is food different in the US rather than Italy?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Describe different types of food and drink.</li> <li>• How to make cultural foods.</li> <li>• Describe why they like certain foods.</li> <li>• Connect what food means to a culture.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
<b>Summative</b>	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.

<b>Alternative and Benchmark</b>	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment</b>	<p>iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, <a href="#">Approved Class Resource List</a></p>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: World Languages</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
<i>Interpretive Mode of Communication</i>	
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>
<i>Interpersonal Mode of Communication</i>	

<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p> <p>Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by</p>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p>

combining and recombining learned language.	
<b>World Language Practices</b>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).</p>	
World Language Practices	<ul style="list-style-type: none"> <li>• Communicate</li> <li>• Culture</li> <li>• Connection</li> <li>• Comparisons</li> <li>• Community</li> </ul>
<b>NJ: 2016 SLS: English Language Arts</b>	
<b>NJSLS Performance Expectations</b>	
<b>Progress Indicator</b>	
<i>Reading</i>	
<ul style="list-style-type: none"> <li>• RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> <li>• RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> <li>• RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> <li>• RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul>	

*Writing*

- W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- W.3.7. Conduct short research projects that build knowledge about a topic.

*Speaking & Listening*

- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

*Language*

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.

**2020 SLS: Computer Science & Design Thinking**

**NJSLS Performance Expectations (By the end of 5th Grade)**

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

**NJSLS Performance Expectations (By the end of 5th Grade)**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

**Interdisciplinary/21st Century Connections**



<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>
<b>Discipline</b>	<b>Interdisciplinary NJSLS Performance Expectations (By the end of 5th Grade)</b>
Health/PE	<ul style="list-style-type: none"> <li>• 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</li> <li>• 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</li> <li>• 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• 3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.</li> </ul>

<b>Unit Title</b>	Celebrations
<b>Unit Duration</b>	4 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>In this unit, students will be introduced to different holidays and their celebrations. The goal is to continue to have students expand their horizons and knowledge of other cultures.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the characteristics of a celebration?</li> <li>• What words can you use to describe a celebration in another language?</li> <li>• How do celebrations vary across cultures?</li> </ul>

	<ul style="list-style-type: none"> <li>• How are Italian celebrations different /same as celebration in the US?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Learning another language connects us to a greater world. Students will become more globally aware by understanding how their daily life relates to different.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Vocabulary pertaining to expressing opinions (likes and dislikes).</li> <li>• Vocabulary pertaining to time, scheduling and activities.</li> <li>• How cultures differ in celebrations</li> <li>• Invite someone to a celebration.</li> <li>• Describe what will take place during a celebration.</li> <li>• How celebrations differ between cultures.</li> <li>• Identify key celebrations between countries.</li> <li>• Identify foods and celebrations supplies that might be used.</li> <li>• Career Exploration – examine careers that help create feasts and celebrations</li> </ul>

### Assessment Evidence

<b>Formative</b>	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
<b>Summative</b>	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
<b>Alternative and Benchmark</b>	Alternative - Project Based Learning Activities demonstrating language proficiency.  Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment

	<a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment</b>	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. YouTube Kids, Computer, Internet, Duolingo, Word Reference, <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: World Languages</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
<i>Interpretive Mode of Communication</i>	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.	<p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>
<i>Interpersonal Mode of Communication</i>	
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. Novice Mid learners understand and communicate at the word and phrase level independently when	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>

<p>responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.</p>	<p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p>
<p><i>Presentational Mode of Communication</i></p>	
<p>Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
<p><b>World Language Practices</b></p>	
<p>The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they</p>	

can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

World Language Practices

- Communicate
- Culture
- Connection
- Comparisons
- Community

**NJ: 2016 SLS: English Language Arts**

**NJSLS Performance Expectations**

**Progress Indicator**

*Reading*

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.

*Writing*

- W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- W.3.7. Conduct short research projects that build knowledge about a topic.

*Speaking & Listening*

- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

*Language*

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.

**2020 SLS: Computer Science & Design Thinking**

**NJSLS Performance Expectations (By the end of 5th Grade)**

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

**NJSLS Performance Expectations (By the end of 5th Grade)**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

**Interdisciplinary/21st Century Connections**

**Connections and Skills**

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

<b>Discipline</b>	<b>Interdisciplinary NJSL Performance Expectations (By the end of 5th Grade)</b>
Health/PE	<ul style="list-style-type: none"> <li>• 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</li> </ul>

<b>Accommodations &amp; Modifications</b>		
<b>Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs</b>		
<p><b>Time/General</b></p> <ul style="list-style-type: none"> <li>• Allow extra time</li> <li>• Repeat and clarify directions</li> <li>• Provide breaks in between tasks</li> <li>• Have student verbalize directions</li> <li>• Provide timelines/due dates for reports and projects</li> </ul>	<p><b>Processing</b></p> <ul style="list-style-type: none"> <li>• Provide extra response time</li> <li>• Have student verbalize steps</li> <li>• Repeat directions</li> <li>• Provide small group instruction</li> <li>• Include partner work</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Provide reading material on student's level</li> <li>• Have student underline important points</li> <li>• Assist student on how to use context clues to identify words/phrases</li> <li>• Ensure short manageable tasks</li> </ul>
<p><b>Tests/Quizzes/Grading</b></p> <ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> <li>• Limit number of responses</li> </ul>	<p><b>Behavior/Attention</b></p> <ul style="list-style-type: none"> <li>• Establish classroom rules</li> <li>• Write a contract with the student specifying expected behaviors</li> <li>• Provide preferential seating</li> <li>• Re-focus student as needed</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Monitor the student and provide reinforcement of directions</li> <li>• Verify the accurateness of homework assignments</li> <li>• Display a written agenda</li> </ul>

- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>• Reinforce student for staying on task</li></ul> |  |
|--|---|--|

**ELL, Enrichment, Gifted & Talented Strategies**

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:



## Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

## Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.

- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.

